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ABSTRACT

The first section of the third grade unit of the Focus on Inner City Social Studies (FICSS) series (see SO 008 271) focuses attention on power in the city government. The unit is placed at the beginning of the year so that by November the students can more fully understand and draw upon the issues relevant to their local government. The content outline for study was written with Cleveland as a case study, giving teachers an idea of the kind of information that the class could look for in learning about its own local government. The timing of the various segments of the unit will vary depending upon the experiences, resources, interest, and maturity of the pupils. The outline calls for a class election every Friday and an assembly meeting every Monday, giving students the experiential knowledge they need in order to grasp the concept of participant power in any type of government. The format of the unit includes a unit introduction; essential source materials to teach the unit; knowledge, skill, and behavioral objectives; learning activities; and supplementary teacher and student resources. (Author/JR)

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CITY GOVERNMENT

GRADE THREE, UNIT ONE

3.1

according to the
"Comprehensive Social Studies Curriculum for the Inner City"
as developed by

Project FICSS
(Focus on Inner City Social Studies)
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Project No. 6090

June, 1971

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PROJECT FICSS

FOCUS ON INNER CITY SOCIAL STUDIES

Project FICSS is a Federally funded investigation sponsored by the U.S. Office of Education under Title III of the Elementary and Secondary Education Act. It began on June 12, 1968 and is to conclude in June 1971.

Purposes

According to the project proposal, the purposes of this investigation are:

1. to construct a K-12 inner city social studies curriculum.
2. to develop new materials and/or adapt available materials designed to implement the new curriculum, to field test these materials, and revise them as necessary.
3. to promote in selected central city school systems change in social studies curriculum and instruction which is in accord with the needs and problems of an urban society.

Organization

The grant was awarded to the Youngstown Public Schools in conjunction with four other northeastern Ohio school districts, Akron, Canton, Mansfield, and the Youngstown Diocese. Under the directorship of Dr. Melvin Arnoff of Kent State University, the original designer of the project, the five district social studies coordinators worked in concert to select a five-man team from each school district. These teams met together full time in the summers and part-time during the academic year. As a group they received the necessary input and participated in studies which helped prepare them for the challenging task of developing a social studies curriculum design for the inner city. In order to do this they needed to become knowledgeable in curriculum theory and the problems of the inner city.

Temporary Products

At the end of the first summer of study, some materials (units) were developed for use by the schools during the ensuing year. These, however, are no longer in print since they were intended as temporary materials. They were designed to meet specific immediate needs in the direction of providing some modest corrections within the prevailing social studies curriculum of the participating schools to better balance the treatment of minority groups.

Developing the Curriculum Design

Following a series of conferences held during 1968-69 the unit writers from the five school systems had arrived at a tentative K - 12 curriculum design. This design was reviewed by lay and professional persons as well as a 60 man Board of Reactors. It was subsequently revised and expanded to include more detailed outlines of the specific units of each grade level. The curriculum design was finalized on April 14, 1970. Even this design, however, has not been sacrosanct. As the writing of individual units progressed, it became clear that some units were part and parcel of others, some lacked sufficient content to stand on their own, and others could be better written by revising the intended content. The final design, therefore, is the product of investigation, speculation, review, and revision in accord with practical pedagogy.

Unit Development

As was indicated above, the first products of this project were temporary units intended as first-aid to the obviously unbalanced curricula of the participating schools. These are no longer available.

After the major portion of the curriculum design was completed during the summer of 1969, six units were developed to be classroom tested during the 1969-70 academic year. Sufficient data were collected on these units as they affected classroom achievement and attitudinal changes to permit judicious revision of the materials toward making them more effective in realizing the aims of the curriculum.

The major portion of unit writing was achieved during the summer of 1970. During this time, all of the previously prepared units were revised or modified to be in accord with the April 14, 1970 design. Approximately 50 of the 69 units of the K - 12 design were prepared by the end of the 1970 seven-week writing session. Thirty-six of these units were throughly edited and prepared for utilization in 108 classrooms in the five participating districts during the 1970-1971 school year.

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Evaluation

The effect of these materials was evaluated via a design developed in accord with guidelines specified by the Division of Research, Planning and Development of the Ohio State Department of Education. The design called for the administration of an attitude and an achievement test prior to and following the teaching of the first semester units at each grade level, grades 1-12. While the cumulative effects of these units was being evaluated in one set of classrooms, a modest idea of the effect of each unit was being gained through the administration of achievment post-tests following the teaching of individual units in a second set of classrooms. (Although a pre-test post-test design would have been preferred, fundamental and other considerations obviated this possibility.)

Refining the Curriculum Design and Units

After the first semester units were classroom implemented and evaluated, the data were analyzed and utilized in unit revision. The units developed for the second semester were used in many classrooms, however, complete data on the effectiveness of these materials were not collected due to financial restraints and the improbability of immediately utilizing the data for unit revision prior to the legally imposed concluding date of the Project, June 11, 1971. (A three-year project life-span is the maximum allowed under Title III.)

Utilization of the FICSS Curriculum Design and Units by Other School Districts

It is the firm conviction of theProject staff and unit writers that theFICSS curriculum makes a significant contribution toward developing a relevant social studies curriculum in Grades K- 12. Relevancy here refers to the ability of a curriculum to enable pupils to comprehend the front pages of the newspapers, to understand the variety of ethnic and national cultures and aspirations of the peoples of America, and to be able to deal intelligently with the public and personal issues which are germaine to all of these areas.

Consequently, every school system is encouraged to review the products of Project FICSS and, should they find materials in harmony with their view of what is needed in the curriculum, to use these in part or in total, to adopt and/or adapt them as they see fit. This way Project FICSS will truly have served as an exemplory project.

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INTRODUCTION TO THE THIRD GRADE CURRICULUM

In previous grades the sutdents have been introduced to the personal elements of power in terms of their contributions to their own self-development and that of the many groups to which they belong. These aspects of power were extended to consider how they should behave wisely in procuring food, clothing, and shelter. Thus, they have been routed from personal considerations of their own behavior to studies of their own behavior within an economic system which they cannot control except to a limited degree.

In grade three, we stray further from that which the pupil or even the adult can control. In the units of this grade the pupils learn about some of the major social institutions within which their lives are bound. Specifically the units of this grade are:

*3.1 City Government
3.2 Education in Our Community
3.3 Business in Our Community
3.4 Why People Resist Change
3.5 People Power in Other Countries

In order for students to understand their environment they must know how the system which affect their lives work. The Third Grade Curriculum, therefore, examines local institutions as they affect children and members of their families.

The models used, however, are not strictly harmony. No attempt is made in these units to obscure real problems. Rather, students are encouraged to learn what the system is supposed to do and how. When they study the problems of the systems, they learn more about the nature of man and how his systems need to be modified to be responsive to man's strengths and weaknesses.

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INTRODUCTION TO THE UNIT 3.1

This unit focuses the third grades attention on Power in city government. The outline for this unit calls for a class election every Friday and an assembly meeting every Monday. These two activities give children the experiential knowledge they need in order to grasp the concept of the power they can hold as participants in any type of government.

The government unit is placed at the beginning of the year so that by November the children can more fully understand and draw upon the issues relevant to their local government. The content outline for the small group inquiry work was written with Cleveland as the specific city of study. This is to give the teacher an idea of the kind of information the class could look for in learning about its own local government.

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Introduction to a Unit Teaching Strategy Incorporated in FICSS Units

Suggested Teaching Procedures and Introductory Activities

Teaching Procedures

1. These units are based on a depth study strategy approach. It is felt that this method is consistent with the "learn by doing" theories of John Dewey which have been corroborated by Piaget.

2. The basic steps for this stategy consist of introductory activities conducted by the teacher which excite the interest of the student and cause him to ask questions about the new study. These questions serve as an introduction to the scope of the topic.

3. The students, working in groups, or individually, research the questions they have raised and categorized. Each student contributes to the committee work in his own special way and at the same time develops the ability to work in a group situation.

4. One of the most easily recognized trends in the development of recent thought in social studies education is that which is directed toward providing inquiry experiences for the pupil. In these experiences students would not necessarily be told the meaning of the data they would encounter nor would the data necessarily be presented to them. They would have to search for it and to bring meaning to that which they found. From this description, then, it is seen where the depth study strategy proposed here is in concert with the spirit of inquiry.

5. When the group prepares its presentation for the class, they have many occasions to review and restructure their information. After hearing each of the presentations the teacher leads the class in an overview and helps them gain perspective on the topic. The facts gained are used to develop hypotheses and generalizations. Again the facts and understandings are used to develop the culminating activity. Although each of these activities is somewhat different, they all are forms of review or reuse of acquired information. The student, then, is involved in no less than three opportunities to recall and use the new data. Each time, of course, the information is called for in a new context.

6. In a depth study approach, the teacher assumes the role of the structurer of learning activities. Also, however, the teacher is the most readily available resource person, both for process and content. The class could conceivably ask the teacher to talk to them about a specific topic or to discuss a film or filmstrip. If the teacher has had special experiences which are pertinent to the study, the class may call upon him to show slides or to deliver a special talk.*

*Information taken from a monograph by Dr. Melvin Arnoff.

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ESSENTIAL SOURCE MATERIALS FOR TEACHERS AND PUPILS

(FICSS KIT)

	Number of copies for use by Teacher	Students
Books:		
About People Who Run Your City, by Shirlee Newman, Melmont Press; 1963, @2.95		5
What is a Community? by R. Shaw and Edward Roodlauer, Elk Grove Press; 1967, @3.99		5
The City and its People, by Olvin Schwartz, Dutton Press; 1967, @3.95		5
Let's Go to a City Hall, by Louis Wolfe, Putnam Press, 1958, @2.29		5
Filmstrips:		
Big City--U.S.A. Eye Gate House. Series, color, 38 to 41 frames; 8 strips @5.25 or 42.50 per set	1 set	
Municipal Government Encyclopedia Brittanica Films, 55 frames, color. 6.00		1
How We Govern Our Cities, Popular Science Publishing Co. 40 frames, color, 6.00		1
Local Government, Eneyclopedia Britannica Films, 55 frames, color, 6.00		1

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AN OUTLINE OF A TEACHING STRATEGY INCORPORATED INTO FICSS UNITS

PHASE	PURPOSE
I. Introduction	Motivation of students
II. Raising Questions	Listing students' questions
III. Categorization of questions by students	Organization of ideas. Experience in critical thinking.
IV. Forming and Instructing Committees	Grouping for social or psychological ends. Placement of responsibility for learning upon the shoulders of students.
A. Tasks	To let student know they are defining, pursuing, and reporting their own study.
B. Roles	To aid students in identifying desired organizational schemes for small groups and to help them define the responsibilities and behaviors or leaders and group members.
C. Methods of Researching Information	To aid students in locating, recording, organizing and presenting information.

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PHASE	PURPOSE
V. Information Retrieval	To allow students the opportunity to answer their own questions, to employ their library skills, to develop critical thinking and logical organization of data.
VI. Committee Reports	To develop and rehearse the presentation to the class.
VII. Perspective and overview	To hear the reports of each committee which has sought answers to the questions of the class.
VIII. Developing Hypotheses and Generalizations	To integrate the findings of the committee reports, to note trends, likenesses and differences when compared with other examples known by the students.
IX. Culminating Experiences	To study the information presented to discover some basic principles of the social sciences which may be operant.
	To gain further perspective and to enhance recall.*

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OBJECTIVES

Knowledge:
The pupil will know:

1. that the mayor's term of office is xx years (according to each city's charter--2 years in Cleveland)
2. the duties of the mayor (see Content section I4).
3. that the mayor is the only official elected by all the people of the city and that for this reason he has to listen very closely to the groups who want things changed.
4. the duties of the city council (Section II A1,2,& 3).
5. how many councilmen there are in his city.
6. that the city provides services that would be difficult for people to provide for themselves.
7. the services of each service department in the city (public utilities, transportation, land and housing, health and welfare, safety, and recreation).
8. the problems the citizens encounter with the city service departments.
9. that city government can be changed through various types of pressure and communication on elected and appointed officials.
10. that an individual can create pressure through letters, attending meetings, and voting.
11. that a group can create pressure for change through petitions, demonstrations, group meeting attendance.
12. that voting can be an effective change agent in a city government.

The pupil will know:

13. that we have the right to change our form and substance of government because we created it.

14. the steps that are taken from initial arrest to sentencing.

15. that the purpose of the juvenile court is to allow for the mistakes of youth and avoid sanctions under laws applicable to adults.

16. that the two most common reasons for arrest of juveniles are truancy and running away.

17. that a city charter is a written record of the organization of the city.

18. that the city charter can be amended by popular vote.

19. that through nomination we choose who will run for office.

20. that to amend means to change.

21. that a bill is a written record of a law.

22. that tax money comes from three sources: property, general and selective sales, and licences.

23. that a 'ticket' is a list of candidates of one party.

24. that the process of elimination some candidates and choosing others from a party is called a primary election.

25. that the two main types of city government are: city council and city manager; city council and mayor.

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The pupil will know:

26. that the major problems of cities include keeping an adequate tax base and reasonable tax rates, improving housing, and maintaining a high rate of employment.

27. that one of the major problems is reducing prejudice and aiding minorities to attain the kind of education which, in the absence of prejudice, would make them desirable employees.

SKILLS: The pupil will be able to:

1. determine his own priorities in city needs.

2. analyze the roles of different officials and groups as evidenced by his participation in class simulation games.

3. locate articles in a newspaper showing what the mayor has done for the city, the role of the city council, and the improvements in the city services.

4. write a letter to the mayor with some reference to what he would like him to do in his neighborhood, or to something he has accomplished.

5. analyze the relationship of other parts of city government to the mayor by making a chart, using pictures of the various people involved.

6. correctly match city departments with specific services.

7. write a letter for a change that he deems necessary.

8. identify the type of pressure people used successfully by analyzing newspaper articles.

9. more realistically weigh the consequences of an unlawful act with the momentary rewards of it.

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10. explain why the court thinks that a foster home may be a solution to a child's problem.

11. trace the steps of a bill from initiation to law.

12. explain how the people can make a law.

13. trace how a tax bill becomes a reality.

14. define the qualifications for an office, given the job description.

15. write a political platform.

16. distinguish between the councilman-at-large who is elected from the total population and the ward councilman who is elected only by his own ward.

17. consider a problem concerning ineffective operation of city services and determine the people whom he would be able to contact in order to bring about the most immediate change.

18. determine the sequence in which he should employ various techniques for modifying the acts of local government and in the event the first technique fails to desigante the second he would employ, etc.

19. determine what the consequences to an adult might be if his political pressure is in the direction of bringing about a result which his neighbors do not want or do not understand.

20. reason why it is that many people do not enter actively into political affairs..

21. determine why it is that the public is so poorly informed concerning local political issues.

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ATTITUDES: The pupil will:

1. believe it is important for the mayor to listen to people as evidenced by the way he portrays the mayor in the play.

2. have a greater awareness of and concern for the crucial issues in his local government as evidenced by the meaningful pictures he uses in his collage.

3. believe it is important to work together for the good of all as evidenced by his role-playing in the simulated city council meeting.

4. affirm the value of change agents in a society as evidenced by his participation in pressure groups or individual pressure techniques.

5. believe that children who are arrested are not necessarily bad, as evidenced by his willingness to accept these children in class and play.

6. appreciate the services that are provided for him by tax money as evidenced by the care he takes of school property.

7. be convinced of his importance in the operation of a democracy as evidenced by his interest and enthusiasm in local issues.

8. believe that political action is an appropriate means for change as evidenced by his statements expressing this belief.

9. believe that it is a citizen's duty to know the issues and to let his representative know how how he stands as evidenced by his doing so relative to a current issue about which he has come to feel strongly.

10. believe that, although government is not perfect, it is amenable to change through citizen alertness and insistency toward change.

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BEHAVIOR: The pupil will:

1. work well in a group.
2. help with group decisions.
3. secure and use information from many sources.
4. express his ideas more accurately.
5. listen attentively to other people's ideas.
6. respect the rights of otehrs and encourage their expression of ideas even though they may be in conflict with his own.
7. share equally in the responsibilities and privileges of classroom government.
8. cooperate with fellow classmates in achieving group goals.

Strategy	Learning Activities	Content	Material
IV Formation of and Instructions to Committees 1. To identify the necessary tasks of the committees	The students may wish to work in groups to pursue those topics which most interest them. The content might also be revealed through a more traditional approach but the FICSS unit writers believe it of great importance that pupils learn the skills and the problems associated with cooperative efforts. Thus they do recommend the committee as the agent for seeking factual information. The committee organization also allows for individual excellence especially as it is perceived as effecting group goals. Activities Discuss and decide on something like this: Class discussion concerning: 1. The tasks of a committee 2. The roles of committee persons. 3. How to find information.	A. Tasks of Committees 1. Organize committee a. Random choosing by teacher or students. b. Students rank choices on slips of paper. c. Student's choice on basis of their interest in subject matter to be explored. d. Using sociograms to achieve balance within a committee (may be homogenous or heterogeneous) e. Number selection-students in the classroom count off, 1,2,3, etc., all 1's on committee, all 2's second committee, etc. 2. Utilize class questions as starting point for planning committee work. 3. Add new questions suggested by committee members. 4. Assign research, find information, coordinate information, develop and present.	

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Strategy	Learning Activity	Content	Material
2. To determine desired roles in committee operation.		3. Secretary a. Record group decision b. Verify motions and decisions c. Aid committee in coordinating research	
3. To identify sources for obtaining necessary information		C. Finding Information (See Section I) 1. Textbooks and books a. Use of index b. Use of glossary, appendix, map lists, illustrations 2. Encyclopedias a. Use of key words; letters on volume, index, class reference 3. World Almanac 4. Pamphlets 5. Pictures 6. Filmstrips 7. Charts, cartoons, posters, graphs 8. Records 9. Community Discussion possibilities for presentation: 1. Reports 2. Panel and round table discussions 3. Show visual aids 4. Make and show graphs and charts	

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Strategy	Learning Activity	Content	Material
		B. Roles in a Committee 1. Leader a. Help make everyone become a part of the group. b. Let everyone have his turn at the "good" group jobs. c. Get ideas from all members of the group. d. Let the group decide which ideas are best. e. Keep the group moving to get its job finished in the best way it can. f. Keep from being "bossy". g. Help your group decide what its job is. 2. Group Members a. Help the leader carry out plans. b. Do your share of the work. c. Work without disturbing other group members. d. Ask other members for their ideas. e. Select only those ideas which help the group do its best work. f. Cheerfully take the jobs the group wants you to do. g. Make other members of the group feel welecome.	

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SUGGESTED DAILY LESSON PLAN

The following suggested outline of daily lessons is presented as an introductory guide to the teacher. It is expected that the timing of the various segments of the unit study will vary from class to class dependent upon the experiences, resources, interest and maturity of the pupils. This unit-plan overview is presented, therefore, to give the teacher some gross idea of the strategy upon which it is built and thus better to enable her to make the modifications which are appropriate to her class.

Week One

M. Select one or two of the activities to introduce the topic (see Strategy, section I)
. Let the class raise from 40 to 60 questions.
T. Group the questions into categories such as Mayor, Council, Judges, City Services, and Problems. Let the pupils sign for the first, second, and third choices, indicating in which category they would like to find answers.
W. Instructions to committees. (Committee work will fail unless this step is well done (See Section III for some suggestions)) If the pupils have not previously done committee work this may take two days.
Th. Allow pupils to organize their committees, elect officers, and begin to expand the questions given to them by the class.
F. Each committee should continue expanding the list of questions. When this is completed, a group of questions may be assigned to various persons for investigation.

Week Two

M-F Group continues their investigation of answers to their questions (Information Retrieval). They may meet together as needed, arrange for field trips with their parents or as a class, arrange for interviews, etc.

Week Three

M. Pupils should begin pulling their committee reports together. They should be informed that their reports must be presented in a way which would hold the interest of their classmates. They should draw straws or otherwise decide which committee will report first, which second, etc. Further they should estimate the amount of time needed for their presentations. More time should be allowed by the teacher who will lead a question and answer session following each report. (If pupils are

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to devise their own bills to match their platform promises. (Mayor may also sit with some advisors he appoints, often including his campaign manager, to develop legislation to introduce to Council.)

F. First session of Council.

Week Six

1. Some teachers might find it advisable to repeat the procedures of week five. Not only is this good repetition, it allows for the addition of multiple party nominations and a primary election within the party. Also it allows for attempts by the first class "government" to rule the class effectively. During the second week the judge can be better used to deal with rule infractions.

2. If the first option is not taken, the class may want to present some form of skit for their parents or another class in which they summarize their findings. They may choose to utilize some of the skits developed for the reporting phase and to extend these to include some additional learnings.

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still actively and fruitfully gathering data, the information retrieval can be continued for a longer period of time.

T-W Final preparations of reports.

Th First report and questions and answers.

F. Second committee report. (If the teacher has worked well to insure that the first report is effectively presented, the pupils of the other committees will have a standard to emulate. They may thus ask for Friday to put finishing touches on their reports. This should be granted at the teacher's discretion.)

Week Four

M. Third committee report
T. Fourth committee report
W. Fifth committee report
Th Overview
F. Generalizing

Week Five

M. It is suggested that this week be devoted to a mock local government starting with division into parties. This may be done by boys and girls, odd-even, etc. The parties can caucus, select a mayor, three councilmen, and a judge. They can then break down into subcommittees to campaign for each of their persons. The campaign chairmen can think of slogans and direct the making of posters, etc. Each candidate should be developing his 'platform' so that he can tell his voters why they should vote for him.

T. Posters can be completed and displayed. A bi-partisan committee can be making the ballots for the election, putting some names first on one set of ballots, and names last on a second set. Individuals may hold rallies and campaign.

W. Campaign day. The teacher may help the class arrange a 'TV' debate between the candidates for mayor. Other candidates may find groups to talk to. Distribute of buttons and little 'goodies' might be encouraged at the discretion of the teacher to make things even more realistic.

Th Election day. Officials should determine if the person is 'registered' in the class (ward), and if he is eligible to vote. (Give address, etc.) Voting in booth. Bi-partisan counting of ballots. Meeting of newly elected Council. Prepare "bills" to introduce in first session. Councilmen of both parties may wish to meet separately

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STRATEGY	LEARNING ACTIVITIES	MATERIALS
I. Introductory Activities	Suggested Introductory Activities The following activities are suggestive of the types of introductory activities the teacher can develop to interest the class in the study of their local government and to facilitate their raising of appropriate questions concerning the topic. The teacher, of course, is encouraged to utilize these activities as they appear, to modify them as she sees fit, or to develop her own activities in accord with her own creativity and talents.	
	1. Make a bulletin board collage of articles relating to the five areas included in this unit, Mayor, Council, Courts, Services, and Problems. Cover the bulletin board with many colors of construction paper cut out in puzzle form. Scrambled letters can be placed on the various pieces of construction paper; these can be drawn from the words CITY GOVERNMENT. The pupils can be asked if they know what the puzzle says. The construction paper can be removed and the children allowed to come to the bulletin board, read some of the headlines to see if they will help them decipher the letters on the puzzle	newspaper articles
	OR	
	2. Students may bring in articles they have cut from the newspaper. They should be told to bring in articles about the city and the people who work for it. They can have their parents help them pick out the articles. When the children tell about their articles they will have many ideas in them which the children will not know. Ask them if they understood the articles. Ask them if they did not understand what they would like to know more about. List these as their questions.	newspaper articles

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II. Raising Questions

From the introductory activities, children should easily be able to raise from 40 to 60 questions concerning such areas of government as the mayor or executive branch, the legislative branch, the judicial branch, city services, and problems of the city. (Stimuli in each of these areas, of course, need to be present in the introductory experience.) Some of the questions pupils might raise are:

1. What does a mayor do? Why is he needed:
2. What does a city council do? How does someone become a councilman?
3. Why do we need judges? Does a judge send people to jail?
4. What does a government do for us? Does it run our schools?
5. Why do some people say the mayor is not doing his job well? What do they want him to do? Why do people not want a housing project (or urban renewal)?

These, of course, are only suggestive of some of the questions pupils might be stimulated to raise. These questions, however, are important since they form the foundation for the conduct of this unit study.

III. Categorizing Questions

The questions raised in phase II can be categorized by the class. The teacher need only begin with question one and ask what other questions talk about the same kinds of things. This will help the pupils conceptualize the categories into which their studies will fall.

For the purpose of compiling this unit it was assumed that the categories would be:

A. the executive branch (pink)
B. the legislative branch (blue)
C. the judicial branch (yellow)
D. city services (green)
E. problems of the city (blue)

The class, of course, may decide upon other categories. If they are logical, they should be incepted and investigated according to their criteria.

V. Information Retrieval

All Committees

The following activities represent some of the ways pupils may choose to utilize in finding the answers to their questions. In their creativeness, of course, may generate a variety of additional ways. These then are provided as suggestive of those which the teacher and the class may develop.

Develop an interview outline for a mayor, a councilman, a judge, a city employee, and/or a citizen. Include such questions as "What does your daily schedule look like"?, "What is your hardest job each day or each month"?, etc. Of the citizen you might ask "What do you like best that our city government does for you"? You might also ask what they like the least, do they know the name of their councilman, whom whould they call if they had a problem, etc. They may be able to conduct a personal or telephone interview.

Students may collect articles from the newspapers and magazines concerning the various officers of the government, city services, and problems. They could also take their own photos of individuals, services, or problems. They could pay a visit to one of the arms of the city government.

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V. Information Retrieval

STRATEGY	CONTENT	MATERIALS
Committee A: Executive Branch	City Government I. The Executive Branch A. City Government by the Mayor-Council Form 1. this type is the most common kind of city government in the U.S. 2. it has a two to four year elected executive 3. it also has an elected legislature or city council which is composed to pass laws (ordinances) 4. there are two types of mayor-council governments a. the "weak" mayor-council government - is usually found in small cities (less than 10,000)- - this mayor has few powers - - he is a duly elected councilman who is chosen by his fellow councilmen to serve at their pleasure, mostly ceremonial functions - - he greets visitors - - presides at council meetings - - acts as the city's official representative - b. the "strong" mayor-council government - the mayor usually has great governmental power - - he is voted into office by the people at a general election - - he prepares the city budget - - appoints and removes officials - - proposes and changes city programs - - must provide overall direction of the city government and its activities - - introduces legislation for consideration by Council - since many mayors are not trained in city management, they may be poor administrators--in order to remedy this sityation many strong mayor-council governments	see kit and bibliography

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STRATEGY	CONTENT	MATERIALS

have set up the job of chief administrator, who acts as an assistant to the mayor -
- the council is elected separately to constitute the legislative body of the city.

Committee A (cont)

B. City Government by the Commission Form

1. this type is the second oldest in the U.S.
2. its chief feature is a small council called a commission
3. the members are usually elected at a general election for two to four year terms
4. all executive and legislative duties are carried out by this small commission
5. the commission has the power to:
   a. pass laws
   b. levy taxes
   c. spend public money
   d. appoint city employees
   e. appoint a commission to the head of one or more city departments
6. the main advantages of this type of executive branch is:
   - the power and responsibility are in the hands of a few officials rather than one man -
7. many people object to the commission form of government because there is no single man who is responsible for the overall direction of the city government
8. for this reason the commission form of government is declining in use throughout the U.S.

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STRATEGY	CONTENT	MATERIALS
Committee A (cont)	C. City Government by the Council-Manager Form	

1. it was introduced in Sumter, South Carolina in 1912
2. it is usually found in medium-size cities
3. several larger cities such as Cincinnati and San Diego use this type
4. a small elected council serves as the lawmaking body
5. a city manager is chosen by the council because of his training and experience in public administration (he is not an elected official)
6. all of the city departments are guided by the city manager
7. the council has most of the power since it passes laws and makes decisions for running the city
8. the job of the city manager is to carry out the decisions of the council
9. the city manager also can appoint and dismiss heads of departments and city employees
10. the city manager prepares the budget and presents it to the council
11. while the council-manager kind of city government is popular among medium-sized cities, large cities do not <u>often</u> use it because:
    a. the council-manager makes it difficult for a man to develop as a political leader
    b. it allows the city manager to exercise some council duties

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CONTENTS

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E. How Mayors (and Other Officials) are Nominated and Elected

1. the mayor, in practically all American cities, is elected by direct popular vote
2. methods of nomination
   a. personal declaration
   b. the caucus
      - a group of voters come together in a meeting place and choose a candidate
   c. the party nominating convention
      - leaders of a political party come together and choose a candidate, and establish a platform
   d. direct primaries
      - a preliminary election to select a candidate--can be partisan or non-partisan
   e. nomination by petition
3. the campaign
   a. an attempt to attract votes
   b. the party platform (from the nominating convention) is presented
4. the ballot (various types)
   a. party - column ballot
      - the names of the candidates are grouped by parties
   b. office - title grouping
      - the names of the candidates are grouped by office title

STRATEGY	CONTENT	MATERIALS
Committee B Legislative Branch	II. Legislative (City Council) A. Powers and Functions of the Council 1. primarily a body for the <u>enactment of local ordinances</u> a. some regulations are generally of direct interest to the municipal officials and employees, and only indirectly of concern to the entire body of citizens. These are supplementary to the charter and often relate to governing elections, and the powers and duties of particular offices. b. other regulations deal more directly with the concerns of the people such as police regulations, zoning, building regulations, lincensing, and health standards 2. exerts financial control by a. adopting the annual budget b. issuing of bonds c. approving important contracts d. directing public improvements e. levying taxes or putting them on the ballot for voter approval 3. has limited administrative powers and responsibilities such as the right a. to appoint, control, and remove certain administrative officers, boards, and commissioners b. to approve official bonds and exercise considerable control over the city's property--leasing, etc.	see kit and bibliography

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c. to control elections and the granting and revoking of certain licences

d. to keep in touch with the wishes of the people so that the councilmen can keep the administration informed

B. How the Councilmen are Elected

1. The Ward System

a. the city is divided in sections

b. this gives representation on the council to the various ethnic, racial and economic areas of the city

c. because of gerrymandering the slums are sometimes underrepresented

d. the candidates usually stress "ward-wide" problems

2. Election-at-Large

a. in some cities council is elected on a city-wide basis

b. gerrymandering becomes impossible but minorities become weaker since it becomes harder to identify "their" candidate

c. the candidates usually stress "city-wide" problems in their campaign

3. Compromising between the two systems <u>Houston</u> and <u>Buffalo</u> use a type in which most councilmen are chosen by wards and some at large

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STRATEGY

Committee C
Judicial Branch

CONTENTS

MATERIALS

see kit and bibliography

III. Judicial (Municipal Courts)

A. Minor Civil Cases

1. Small Claims

a. tenant refuses to pay rent - a workman cannot collect his wages, etc.

b. these cases are handled by the small claims division of the urban courts

2. Judicial conciliation and arbitration - handles business disputes -

3. The family

a. cases such as desertion, non-support, divorce, alimony, etc.

b. usually handled by courts of domestic relations

B. Criminal Justice in Cities

1. Breaking of municipal ordinances

2. Preliminary proceedings in a serious criminal case

3. Misdemeanors such as petty larceny, assault and battery, destruction of property, receiving stolen goods, etc.

4. Preliminaries in cases of felony - forgery, burglary, robbery, assault with intent to kill, murder, etc.

5. Local arrests for the violation of national laws

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STRATEGY

Committee D
City Services

CONTENTS

MATERIALS

see kit and bibliography

IV. City Services

- A. Public Utilities and Transportation
  1. Maintenance of sewer and water system
  2. Franchizing of utility companies
  3. Maintenance of city public transportation
  4. Maintenance of treatment plants
- B. Land and Housing Policies
  1. Housing code enforcement
  2. Urban renewal
  3. Urban planning
  4. Public housing
- C. Public Health and Welfare
  1. Poor relief
  2. Corrections
  3. Community center
  4. Various institutions (homes, hospitals, etc.)
  5. Sanitation police
  6. Quarrantine
  7. Air pollution
- D. Public Safety
  1. Police
  2. Fire protection
  3. Traffic regulations
  4. Civil defense

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CONTENTS

- E. Parks and Playgrounds
  1. Swimming Pools
  2. Various "green areas"

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STRATEGY

Committee E
Problems of the City

CONTENTS

V. Problems of the City

- A. Social Problems
  1. Ethnic conditions and integration
  2. Overcrowded conditions
  3. Housing--substandard, lack of adequate city services such as garbage collection
  4. High crime rates--inadequate police protection and alleged mistreatment by police
  5. Polluted air
  6. Insufficient recreational areas.
- B. Traffic Problems
  1. Inadequate mass transit systems
  2. Traffic congestion
  3. The shortage of downtown parking space
- C. The lack of Recreational Space
  1. The elimination of open space
  2. The elimination of prime agricultural land for suburban expansion
- D. The enormous increase in school costs which cuts the total amount of money available to the city.
- E. The need for increasing our hospital resources
  1. Lack of hospital beds and staff
  2. The high cost of hospitalization
- F. Finances
  1. The middle-class flees the city, taking their tax base with them.

MATERIALS

see kit and bibliography

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Committee E (cont)

2. Downtown areas suffer a loss in income because of suburban shopping centers

3. Relocation of some corporations causes a depreciation of the city's tax base and a loss of jobs for inner-city residents.

G. How to Get Change
We can get change or stop a change we do not want by letting our public officials what we think.
1. Individual Pressure
   a. letters--to councilmen, mayor, newspaper, radio, TV, etc.
   b. voting knowledgeably on issues
   c. attendance at ward and council meetings
2. Group Pressure
   a. petitions--a group of like-minded people formally sign a paper to show support or opposition to a certain issue
   b. demonstrations--a group of people gather to show support or opposition
   c. group or "block" attendance at ward meetings

H. Rights--Why You Can Demand Changes from the Government
1. Human Rights
   a. life
   b. liberty
   c. pursuit of happiness
2. Civic Rights
   a. right to freedom and security of the person
      1) no slavery
      2) no involuntary servitude

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STRATEGY	CONTENTS	MATERIALS
Committee E (cont)	b. right to freedom of expression 1) belong to any religion 2) may speak or write ideas	
	c. right to civic participation 1) voting 2) run for office	
	d. right to fair treatment under the law 1) innocent until proven guilty 2) right to a fair trial 3) not forced testify against oneself 4) what happens when you get busted? 1. arrested 2. questioned at police station 3. go to juvenile officer for fact-finding hearing 4. court ruling "trial" 5) common reason for arrest of very young juveniles 1. truency 2. run away	overhead transparency

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VI. Reporting Committee Findings

SUGGESTED REPORTING ACTIVITIES

All committees to report the findings of the class committees

Obviously, the vehicle for reporting the findings of each committee should be determined by the members of these committees. The following brief listing, therefore, is merely a list of suggestions which can be used to stimulate additional thought concerning the development of a vehicle with which to make the committee presentation.

1. Act out various officials "doing their thing."
2. Display a scrapbook of articles relating to the branch of government or the topic investigated by your committee. These may also be used in bulletin board form.
3. Committees can have taken photos during the information retrieval phase. These photos or slides may show the city in action, its successes and failures.
4. Pupils may hold a mock council meeting.
5. A voter may be portrayed in his attempts to get 'action' from the city.
6. A committee may wish to hold a mock court session.
7. Problems and/or procedures may be reported via murals, TV box, skits, puppet or radio shows, etc.

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VII. Overview

Once it has been determined that the class has sufficiently grasped the major portion of the content of the unit, it is appropriate to consider some of the broader questions raised by the unit. Some of these might be:

1. Do you believe your city government is responsive to you? to members of minority groups?...

2. Why do the councilmen and the mayor seem to disagree so much?

3. Having listed the various problems of the city, can you think of any action we might take which would bring political pressure to bear upon our government to get change?

The teacher, after conducting the unit this far, will be able to develop additional depth questions which can lead pupils beyond facts.

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VIII. Generalizations

1. "...human society depends upon each person's performing certain tasks in a certain way at the same time that others perform different tasks."

2. "In a complex society, associations tend to be specialized so that each stands for a particular type of interest or interest complex."

3. "...wherever society exists, man must set up lines of authority for the purpose of organizing for the common defense, the administration of justice, and the preservation of domestic order."

4. "(An important principle underlying all systems of government is) that of willingness to sacrifice for the general good of the group."

5. "When private property rights are a recognized means to personal security and happiness, men will organize governments to protect these rights."

6. "The investment of leaders with the exclusive right to employ force or coercion in government occurs only with the formation of the conquest state."

7. "The continuing and most inclusive issue of politics is the relationship between the liberty of the individual and the authority of the state or government."

8. "A democratic society derives its strength from the effective functioning of the multitude of groups which it contains."

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VIII. Generalizations (cont)

9. "...individuals and groups oppose vigorously government regulation of their activities, and support vigorously government activities as that directly benefit them."

10. "Out of a situation of social unrest and dissatisfaction, a state of social disorganization, there will arise sooner or later individuals who will lead the sufferers in protest."

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IX. Culminating Activities

SUGGESTED CULMINATING ACTIVITIES

As a finale to the unit of work the class should develop a set of experiences which will help them consolidate and reinforce their learnings. The following are listed as suggestive of some of the kinds of activities which pupils and teacher might develop.

1. Some of the committee reports developed to present their findings may be linked together with narration to form a cohesive presentation.

2. Some of the original committee presentations may be expanded to show the interaction between the mayor and council in legislation and in exerting pressure to get services for their wards.

3. Pupils may go through a mock election from nomination by the parties or a caucus through election.

4. Pupils may wish to follow the procedures mapped out in the suggested daily lesson plan which appears earlier in this unit just following the objectives. The class may also want to take slides of various phases of this activity and develop a slide talk concerning the functioning of government.

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